



An Chomhairle Mhúinteoireachta
The Teaching Council

Final report of the Review Panel to the Teaching Council following a review of a reconceptualised Initial Teacher Education Programme at St Angela's College

Bachelor of Education (Home Economics with Gaeilge)

May 2014

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1. Background

1.1. The Teaching Council's Review and Accreditation Function

The Teaching Council is the statutory body charged with setting the standards for entry to the teaching profession and ensuring that these standards are upheld.

In accordance with Section 38 of the Teaching Council Act, 2001, the Council shall:

1. review and accredit the programmes of teacher education and training provided by institutions of higher education and training in the State,
2. review the standards of education and training appropriate to a person entering a programme of teacher education and training, and
3. review the standards of knowledge, skill and competence required for the practice of teaching,

and shall advise the Minister and, as it considers appropriate, the institutions concerned.

The Teaching Council's role in relation to the review and accreditation of programmes of Initial Teacher Education (ITE) is distinct from the academic accreditation which programmes also undergo. Academic accreditation is based on the suitability of a programme for the award of a degree/diploma, whereas professional accreditation for any profession is a judgement as to whether a programme prepares one for entry into that profession.

The review and accreditation of programmes of ITE by the Teaching Council provides an opportunity for Higher Education Institutions (HEIs) to demonstrate that they offer quality programmes of teacher education. It is expected that the graduates of such programmes will achieve programme aims and learning outcomes which are aligned with the values, professional dispositions, and the standards of teaching, knowledge, skill and competence that are central to the practice of teaching.

1.2. Review and Accreditation Strategy

In order to guide its review of programmes, the Teaching Council has published *Initial Teacher Education: Strategy for the Review and Accreditation of Programmes* (hereinafter referred to as 'the Council's review strategy'). That document sets out the process by which programmes are reviewed.

1.3. National Policy Framework

In carrying out reviews, the Council is mindful of its *Policy on the Continuum of Teacher Education* which sets out its vision for teacher education at all stages of the continuum – ITE, Induction, and Continuing Professional Development. Published in 2011, the policy highlights the evolving and dynamic context for teaching and the increasingly complex role of teachers in Ireland today. The policy states that “...the time is now right for a thorough and fresh look at teacher education to ensure that tomorrow’s teachers are competent to meet the challenges that they face and are life-long learners, continually adapting over the course of their careers to enable them to support their students’ learning.” It further states that innovation, integration and improvement should underpin all stages of the continuum.

In parallel with the development by the Council of its *Policy on the Continuum of Teacher Education*, the Minister for Education and Skills initiated a national consultation process on the theme of improving literacy and numeracy. This culminated in 2011 with the publication of *Literacy and Numeracy for Learning and Life* as the national strategy to improve literacy and numeracy standards among children and young people in the education system. The strategy emphasised teachers’ professional development and proposed that the duration of initial teacher education (ITE) programmes should be extended and that programme content should be reconceptualised.

1.4. Accreditation Criteria

The Teaching Council, having established an Advisory Group on Initial Teacher Education, developed criteria to be observed and guidelines to be followed by providers in reconceptualising programmes of initial teacher education at primary and post-primary levels. They were approved by the Council and published in June 2011 (with a revised version in August 2011) as *Initial Teacher Education: Criteria and Guidelines for Programme Providers* (hereinafter referred to as the Council’s criteria). These relate to a range of areas, including programme design, areas of study, the duration of programmes, the numbers and qualifications of staff, facilities and resources. As such, they form the bridge between the Council’s policy and the development and implementation of reconceptualised programmes. Significantly, the criteria: prescribe those areas of study which will be mandatory in programmes, including numeracy and literacy, behaviour management, parents in education, ICT and inclusive education;

- set out for the first time the expected learning outcomes for graduates of all ITE programmes
- propose raising the minimum requirements for persons entering programmes of ITE at primary level and a literacy and numeracy admissions test for mature entrants
- require a 15:1 student-staff ratio
- call for the development of new and innovative school placement models, involving active collaboration between HEIs and schools, and an enhanced role for the teaching profession in the provision of structured support for student teachers
- require that student teachers should spend at least 25% of the programme on school placement, and that such placements should be in a minimum of two schools
- require increased emphasis on research, portfolio work and other strategic priorities.

While recognising the inter-related nature of all aspects of programmes of teacher education, the criteria and guidelines are categorised under Inputs, Processes and Outcomes. All three dimensions have an important bearing on the quality of teacher education. The required Inputs and Outcomes are clearly elaborated in the document, while the Processes are less prescriptive to allow HEIs the freedom to develop the processes which best suit their individual situations.

Providers of existing programmes have been asked to reconceptualise their programmes in line with the revised criteria and to submit them for accreditation.

1.5. Particular requirements for post-primary programmes

In November 2011, the Council published *Teaching Council Requirements for Entry onto a Programme of Initial Teacher Education*, which set out the Council's revised subject criteria in draft form. Following a wide ranging consultation process involving all the major education stakeholders, a final set of proposals were developed and circulated to the providers of all concurrent programmes (post-primary) in early December 2012 so that they might have regard to them in reconceptualising their programmes. These were approved by Council in December 2012, and the Minister for Education and Skills has conveyed his agreement with the Council's views in this area. They have guided providers of post-primary concurrent programmes in determining the subject content coverage which is appropriate.

1.6. Programme overview

St Angela's College in Lough Gill, County Sligo (hereinafter also referred to as 'the college') began providing an initial teacher education programme in home economics (HE) in 1952. In 1978 the college was accredited to provide a four-year Bachelor of Education (B.Ed.) degree in home economics and in the mid-1980s, the elective subjects of biology and religious education were added to its core HE subject to enable graduates to have two teaching subjects on completion of their degree. In 2004, following the closure of the only other initial teacher education college for home economics in Ireland (St. Catherine's College, Sion Hill, Blackrock, Co. Dublin), the Department of Education and Science (as it was then called) requested St Angela's to provide Gaeilge and economics as two further elective subjects. The college now offers four ITE programmes:

- Bachelor of Education (Home Economics with Gaeilge)
- Bachelor of Education (Home Economics with Religious Education)
- Bachelor of Education (Home Economics with Biology)
- Bachelor of Education (Home Economics with Economics)

This review relates to the review of the Bachelor of Education (Home Economics with Gaeilge), hereinafter referred to as "the programme".

The total intake to the programme each year is in the region of 15 students. The Leaving Certificate standard of the student intake is high – in 2013 the cut-off point was 455 points. The panel notes that that in addition to having a minimum of an established Leaving Certificate with at least two grade C3s at Higher Level and four grade D3s at Higher or Ordinary Level (including Irish, English, Maths and a third language) applicants for this programme are required to have a minimum of a C3 grade on the Higher Leaving Certificate Irish paper as well as either home economics or a laboratory science subject.

The programme is accredited as a Level 8 degree by the National University of Ireland (NUI) Galway. In 2006, St Angela's College became a college of NUI Galway under a formal agreement between the college and the university.

2. The Review Process

The review of the Bachelor of Education (Home Economics with Irish) programme in St Angela's College took place between July 2013 and May 2014, in accordance with the Council's review strategy. The process was formally initiated when the Review Panel (hereinafter referred to as 'the panel') was appointed by the Teaching Council's Director, with Professor Áine Hyland as Chairperson.¹ To assist and support the work of the panel, Risteard Ó Broin was appointed as Rapporteur. His functions included liaison with the college, maintaining records of meetings, and drafting and finalising the panel's report in conjunction with the panel Chairperson. The panel was supported by external subject assessors for home economics and Gaeilge. Valuable support was also provided by the Director and staff of the Teaching Council.

Documentation relating to the application was submitted to the Teaching Council by St Angela's College in July, 2013. The documentation was furnished electronically and in hard copy to the panel. The members of the panel were asked to review the documentation and to submit their observations, comments or concerns to the rapporteur. In the course of reviewing the documentation, the panel maintained contact on a systematic basis both by e-mail and phone. The views of the panel and a request for clarification of some aspects of the written documentation were collated by the rapporteur and submitted to St Angela's prior to meetings held at the college campus on Monday, 2 September 2013. Four of the five members of the panel, together with the subject assessor for home economics, met with members of the management and staff of the college on that date. Further information was provided at the meetings on issues raised by the panel. The following were among the areas discussed:

- (a) **The Programme:** Clarification was sought with regard to the allocation of ECTS credits to education, home economics and Gaeilge and the impact of the extended number of ECTS credits on the students' college experience and workload.
- (b) **School placement:** Further details were sought about how the school placement system operates and the weighting given to the evaluations of cooperating schools when determining a student's overall teaching grade. Further details were also sought about the action research undertaken by students during school placement.
- (c) **Students:** Further details were sought on how the Erasmus Scheme operates in the college and the numbers of mature students participating in the programme. Further details about the emphasis on literacy and numeracy were also sought.

¹ Details of the Review Panel membership are included in [Appendix I](#)

The review panel also met with staff from each of the subject areas who provided details about course content and structures. Finally, the panel toured the college and reviewed the facilities and resources (with the exception of the science laboratories). The visit schedule for the meetings held on 2 September 2013 is included in [Appendix 2](#).

Following the initial meeting on 2 September 2013 (outlined above), all relevant documentation provided by the college was sent to the subject assessors for home economics and Gaeilge. Templates for the reports of the subject assessors were developed to ensure consistency in the review of the different subjects and this took some time to complete. In due course, each assessor submitted a report to the panel.

The panel sought guidance from the Teaching Council on the extent to which ECTS credits relating to embedded methodologies could be counted both under the education heading and the subject discipline heading. Clarification was also sought from the Council on circumstances where overlap in subject content between two or more subject disciplines is claimed. In relation to embedded methodologies, the Council clarified that a maximum of ten ECTS credits relating to subject methodology could be counted under the subject heading in the case of any one programme, but only in circumstances where the ECTS credits for the subject in question exceed the Council's minimum ECTS requirements by a corresponding amount. The panel understands that this had been communicated in writing to St. Angela's in June 2013. As regards overlap of subject content between two or more subjects of a programme, the Council advised that this is permissible where there is identical content common to two or more subjects, and that panels could seek advice from subject experts on this issue, as necessary.

Following consideration by the panel of the assessors' reports, the chairperson and rapporteur arranged to meet again with the college management and leadership team. This meeting took place on Wednesday 29 January.

At this meeting, discussions took place regarding the panel's concerns about how St. Angela's could meet the Teaching Council's ECTS credit requirements in a four year programme, normally totalling 240 ECTS credits, given that the subject combination of Home Economics and Gaeilge, together with Education, require a minimum of 270 ECTS credits under the Teaching Council criteria. St. Angela's explained that as an exceptional measure, NUIG had agreed that St. Angela's could provide an additional 10 ECTS credits during each year of the programme, provided that these credits were gained by the students outside the normal academic/ teaching year. The panel noted that some other colleges which had previously provided a two-subject concurrent post-primary teacher education programme in four years had recognised that they could no longer do so within a four-year time-frame and have extended their programme to five years to meet the Teaching Council requirements.

3. Publication of this Report

The Teaching Council routinely makes information available to the public in relation to its functions and activities and, in line with that practice, this report will be available on the Council's website, www.teachingcouncil.ie.

4. Documentation

The documentation submitted in July 2013 by St Angela's was in accordance with the template provided by the Teaching Council in the Pro Forma and Guidelines which accompany the Council's review strategy. Key areas of focus were:

4.1. Inputs

- Conceptual Framework
- The Programme
- Programme Aims
- Programme Design
- Areas of Study
- Teaching, Learning and Assessment Strategies
- School Placement
- The Duration and Nature of the Programme
- Student Intake
- Staffing
- Facilities
- Student Support and Guidance Systems
- Communication and Decision-Making Structures
- Financial Resources

4.2. Processes

- Teaching, Learning and Assessment Approaches
- Engagement of Student Teachers with the Programme
- Engagement of Student Teachers with Staff and with other Student Teachers
- Progression within the Programme
- Personal and Social Development
- Development of Professional Attitudes, Values and Dispositions
- Lifelong Learning
- Reflective Processes

4.3. Outcomes

- Knowledge-Breadth/Knowledge-Kind
- Know-How & Skill-Range/Know-How & Skill-Selectivity
- Competence-Context/Competence-Role
- Competence-Learning to Learn
- Competence-Insight

5. Overall Findings

Having regard to the comprehensive documentation initially submitted by St Angela's College, together with the supplementary material that was provided between September 2013 and February 2014, the meetings with programme staff and reports from the subject assessor, the panel adjudges that the programme content for home economics, education and Gaeilge satisfies the criteria set down by the Teaching Council in its Criteria and Guidelines and in its curricular subject requirements for [home economics](#) and [Gaeilge](#).

Accordingly, the panel recommends to the Council that the programme - Bachelor of Education (Home Economics with Gaeilge) - be accredited.

The commendations in Section 6 below relate to areas of particular strength which the panel has identified.

In the case of the national issues raised in Section 7 of this report, the panel recommends that the Council engage in dialogue on those issues at national level.

The panel proposes that accreditation of the programme would have a lifespan of four years.

5.1. Student workload and the desirability of extending the length of the programme

The panel acknowledges the pressures placed upon providers of four year post-primary concurrent programmes which offer two academic subjects, by the increase in the number of ECTS credits which must be allocated to the education components. In the case of this programme in St. Angela's, this has involved increasing the total number of ECTS credits to 270 (see par 2 above). This increase has resulted in very intensive workloads for both staff and students over the four years of the programmes and the panel indicated its concern that it might impede efforts to develop the students as reflective practitioners.

The number of credits required is also outside the current recommended workloads for undergraduate programmes within the Bologna framework of the European Higher Education Area². The panel recognises that in order to achieve the required ECTS credits, students in St. Angela's started their first semester at the beginning of September, thereby extending the length of the academic year.

The panel is pleased to note that by letter dated 2 May 2014, St. Angela's has informed the Teaching Council that the College proposes to reconceptualise the B.Ed programme to a five year programme model with 300 ECTS credits. It has undertaken to develop this 5 year programme immediately over the Summer Term of 2014. It intends to submit the reconceptualised programme for accreditation to NUI Galway by October 2014, following which it will then submit it to the Teaching Council for accreditation. By letter to the Director of the Teaching Council, dated 8 May 2014, NUIG endorsed this proposal and committed to supporting the process. The panel welcomes this development.

² Education and Culture DG, 2009, *ECTS Users Guide*.

6. Commendations

Having regard to the pro forma documentation submitted by St Angela's College, the supplementary material provided, the reports of the subject assessors and the information gleaned during the visits to St Angela's, the panel notes a number of particular strengths of the programme as follows:

6.1. Engagement with the review process

The panel received full cooperation from St Angela's on all aspects of the review. A comprehensive set of documentation, completed in accordance with the Teaching Council's pro forma, was provided in a timely manner. The documentation was very well set out and colour coded to facilitate easy navigation by the reader. In addition, supplementary documentation was provided on request by St Angela's. The college facilitated the panel in conducting meetings with management and academic staff and panel members were afforded access to the college's facilities and resources. The panel would particularly wish to record its appreciation of the courteous reception given to panel members during all their visits to the college, and the prompt response received to its requests for clarification at various times during the process.

6.2. Inputs

6.2.1. Conceptual Framework

The conceptual framework for the programme is graphically set out in a manner that very clearly illustrates the educational philosophy, beliefs, values, principles, aims and desired learning outcomes of the programme. It further sets out the professional qualities, attitudes and dispositions that the college aims to inculcate in its students. The programme is grounded in an educational philosophy that is supported by modern educational research.

6.2.2. Areas of Study

Home Economics

The panel was very impressed by the excellent programme in Home Economics provided by St. Angela's which it recognised as world-class. The quality of student work in craft, dressmaking and the culinary arts was commented on very favourably by the subject assessor. The programme prepares graduates to teach home economics to the highest level of post-primary education. The students are presented with up-to-date module content and appropriate assessment techniques. There is clear evidence of staff commitment, at individual and at team level, to deliver an outstanding learning experience for students.

Gaeilge

Tá clár foghlama an-chuimsitheach leagtha amach sa Ghaeilge a fhéachann leis na hábhair múinteoireachta a chumasú maidir le ceithre scil s'acu féin sa teanga (léitheoireacht, scríbhneoireacht, labhairt, éisteacht), a gcur amach ar an litríocht agus maidir le saíocht, ionad agus beogacht na teanga. Tá forbairt agus úsáid scileanna TFC fite fuaite sa chúrsa céime. Féachtar ar an fhoghlaim neamhspleách a chothú i rith an ama ag baint leasa as an TFC agus acmhainní ilmheáin ach go háirithe. Féachtar freisin ar cheisteanna agus ar dhúshláin a bhaineann le múineadh na Gaeilge sa saol freacnairceach, an Ghaelscolaíocht san áireamh.

Irish

A comprehensive learning programme is set out in Irish that aims to empower the student teachers in relation to their own four language skills (reading, writing, speaking, listening), their knowledge of Irish literature and in relation to the richness, vitality and standing of the language. The development and use of ICT skills are interwoven throughout the degree programme. Independent learning is fostered, especially using ICT and multimedia resources. Issues and challenges pertaining to the teaching of Irish in contemporary life, including Irish-medium schooling, are examined.

The panel noted that the students on this programme have achieved a high level of in Irish in the Leaving Certificate and that many of them have been and continue to be involved in teaching on summer courses in the Gaeltacht. The panel commend the staff and students of the Irish Department in St. Angela's for their commitment to the programme. The panel also notes the staff's collaboration with their colleagues in NUIG in research and teaching and their engagement with the Irish speaking community.

6.2.3. School Placement

All school placement policies, procedures and practices are in compliance with the Teaching Council requirements and are implemented in a well-organised, professional manner. The guidelines covering all aspects of school placement are well thought out and carefully documented. The roles and responsibilities of all the parties involved – student teacher, HEI tutor, co-operating class teacher, host school – are clearly described. Students are placed in a variety of school settings and schools are requested to give student teachers some experiences of a whole-school nature – briefing them on the management structures, mission statement, and ethos, and involving students, where appropriate, in planning meetings and extra-curricular activities. Assessment procedures and templates for monitoring students' planning, preparation and classroom practice are very well designed and students' teaching performance and professional progress is comprehensively evaluated by the college.

6.2.4. Student Intake

While the majority of students enter the programme directly after the Leaving Certificate year, St Angela's college is committed to widening participation and it implements the Higher Education Access Route (HEAR) and the Disability Access Route to Education (DARE) schemes. In addition, it provides a one-year Access Foundation Course for mature-entry applicants and students from disadvantaged backgrounds. The panel commends the caring, inclusive student intake policy of the college.

6.2.5. Facilities

The panel viewed the wide range of home economics and other facilities available to both students and staff at the campus, and panel members were particularly impressed with the standard of students' work on display in the area of Textiles, Fashion and Design.

6.2.6. Literacy, Numeracy and ICT

The panel noted that literacy and numeracy are integrated into every module on the B Ed programme. There is a commendable emphasis on developing in students the ability to work with learners to improve their literacy and numeracy skills across all the subject areas. The panel also noted that ICT skills are appropriately embedded in the education and subject modules.

6.2.7. Student Support and Guidance Systems

The panel commends the noteworthy ethos of support that was in evidence throughout the college. Services are in place to address students' health, welfare and counselling needs in addition to a range of facilities to support the professional development of students.

7. National Issues

Arising from the review of this programme, the panel has noted the following issues which it believes merits further attention by the Teaching Council and/or other national stakeholders.

7.1. Curriculum Design and Assessment

In the context of the proposed changes to the junior cycle programme, and of international best practice, all teacher education programmes should be required to make visible their approach to curriculum design and assessment. In practical terms, this requires a greater emphasis on the theory and practice of formative and summative assessment and on the uses and limitations of testing. The Teaching Council's criteria and associated Pro Forma and Guidelines should be kept under review, having regard in particular to the evolving context for the junior cycle.

7.2. Duration of concurrent post-primary programmes

The Panel recommends that the accreditation criteria for concurrent post-primary programmes be reviewed, and in particular the required ECTS credit weightings for such programmes, with a view to ensuring equivalence between consecutive and concurrent routes, in terms of the quality of programmes. Formerly, four-year concurrent programmes for post-primary teachers were assumed to have an equivalence with an undergraduate degree followed by a post-graduate diploma in education (i.e. 180/240 ECTS credits, followed by 60 credits). From September 2014 onwards, the consecutive route will consist of 180/240 ECTS credits (undergraduate degree) and 120 ECTS credits (postgraduate teaching qualification, henceforth normally at masters level). However, concurrent post-primary programmes will normally consist of 240 ECTS, of which 120 will comprise of education components and 120 of subject discipline components (in the case of degrees in which there are two subject disciplines each subject must amount to the minimum Teaching Council requirement of 60 credits, or 90 credits in respect of Home Economics and certain other subjects).

While the panel warmly endorses the increase in education components in both concurrent and consecutive programmes, it is concerned that equivalence can no longer be automatically assumed with regard to the coverage of subject disciplines. This is particularly relevant in respect of concurrent post-primary ITE programmes that combine preparation for two disciplinary degree subjects with the mandatory 120 education credits: here the current allocation of 120 credits to the disciplinary areas can be quite restrictive. This problem is even more acute where a minimum of 90 credits for one of the subject specialisms are required by the Council. These issues create difficulties for HEIs when they endeavour to meet the Teaching Council criteria, align with Leaving Certificate curricula and map to the Bologna Framework with regard to recommended ECTS credits.

Appendix 1 - Review Panel Membership

Independent Review Panel Chair

Professor Áine Hyland is Emeritus Professor of Education and former Vice-President of University College Cork. She is a member of the European Universities Association Institutional Evaluation team and has been involved in reviews of universities in Italy, Turkey, North Cyprus, Bosnia-Herzegovina, Slovakia, Portugal and Romania. She is author of A Review of the Structure of Teacher Education Provision in Ireland, a Background Paper published in June 2012, and Transition from Second to Third Level, published in September 2011.

Teacher Education Expert

Professor Seán Farren is a former member of the School of Education at the University of Ulster, where he is currently a Visiting Professor. He is also a former Member of the Northern Ireland Assembly and former Minister of Higher and Further Education in the NI Executive. In recent years he has been involved in developing research partnerships with universities in East Africa through the Irish-Africa Research Capacity Building project. He has published widely on curriculum development and the history of Irish education.

Teaching Council Member

Mr Patrick Mc Vicar was nominated to the Teaching Council by the post-primary school management organisations of ACCS, JMB and ETBI. He recently retired from his position as Principal of Pobalscoil Chloich Cheannfhaola, Falcarragh, Co. Donegal. He is a previous member of the Association of Community & Comprehensive Schools (ACCS) Executive Committee, where he chaired the Education sub-committee. He served on a number of NCCA committees including Course Committees for Technical Graphics, Design & Communication Graphics and the Board of Studies for Technological Subjects. At Teaching Council, he is a member of the Education, Registration and Disciplinary sub-committees and serves on the Post-primary Applications Panel.

Inspector from the Department of Education and Skills

Ms Amanda Geary is currently a Post-Primary music and SPHE inspector with the Department of Education and Skills. This role involves undertaking various types of evaluations. In addition, she is currently the Department's representative for the Arts at post-primary level and is actively involved in other projects including curriculum development. Prior to this, Amanda taught in a number of post-primary and primary schools.

Rapporteur

Mr Risteard Ó Broin was, until recently, a member of the Inspectorate of the Department of Education and Skills. Initially he worked as a District Inspector and later at Divisional level. In addition to conducting whole-school evaluations, he contributed to policy formulation and implementation in a variety of settings throughout the education system including the area of initial teacher education. Prior to being appointed an inspector, he taught at primary level in a number of schools and also served as a principal teacher of a large school for a period of seven years.

Appendix 2 - Visit Schedule

Schedule of Meetings for Teaching Council Review Panel

- Monday 2 September 2013
- Wednesday 29 January 2014

Monday 2 September 2013

9.30-10.30	Meeting with College President (Dr Anne Taheny), Head of Home Economics (Amanda McCloat), Head of Education (Eugene Toolan) and Director of B.Ed. Programme (Fiona Crowe).
10.30-11.00	Coffee break
11.00-11.45	Meeting with B.Ed. Programme Board (Approximately 28 people)
11.45-12.45	Meeting with personnel from the Home Economics subject specific discipline (approximately 8 people)
12.45-1.30	Meeting with personnel from other subject disciplines
1.30-2.30	Lunch
2.30-3.30	Meeting with Education Discipline including school placement team (approximately 8 people)
3.30-4.30	Tour of College Facilities
4.30-5.00	Concluding meeting with President, Head of Home Economics, Head of Education and Director of B.Ed. Programme

The following representatives of the Teaching Council Review Panel attended the meetings on Monday 2 September 2013:

Professor Áine Hyland (Chairperson)

Professor Seán Farren

Mr Patrick Mc Vicar

Mr Risteard Ó Broin (Rapporteur)

Ms Madeleine Mulrennan (subject assessor for home economics) also attended

Wednesday 29 January 2014

- 9.00-10.30** Meeting with College President (Dr Anne Taheny), Head of Home Economics (Amanda Mc Cloat), Head of Education (Eugene Toolan) and Director of B.Ed. Programme (Fiona Crowe).
- 10.30-11.00** Coffee break
- 11.00-12.30** Meeting with College President (Dr Anne Taheny), Head of Home Economics (Amanda Mc Cloat), and Director of B.Ed. Programme (Fiona Crowe).
- 12.30 – 1.30** Lunch

The following representatives of the Teaching Council Review Panel attended the meetings on Wednesday 29 January 2014:

Professor Áine Hyland (Chairperson)

Mr Risteard Ó Broin (Rapporteur)

**Appendix 3 - Teaching Council Registration: Curricular Subject Requirements
(Post-Primary) Effective for registration on or after 1 January 2017**

The following are the criteria required to meet the registration requirements set down in the Teaching Council [Registration] Regulations for:

Home Economics

In order to meet the registration requirements set down in the Teaching Council [Registration] Regulations in respect of the curricular subject of Home Economics an applicant must meet **all** of the following criteria:

1.
 - a. Applicants must hold a degree-level qualification, with Home Economics studied up to and including third-year level or higher (or modular equivalent).
 - b. The qualifying degree must be equivalent to at least Level 8 on the National Framework of Qualifications (NFQ) and with a minimum pass³ result in all examinations pertinent to the subject of Home Economics.
 - c. The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Home Economics comprising at least 90 ECTS credits (or equivalent) and with not less than 10 ECTS credits (or equivalent) studied at third-year level or higher (or modular equivalent).
2. The study of Home Economics during the degree must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Home Economics syllabus⁴ to the highest level in post-primary education (see www.curriculumonline.ie). In order to meet this requirement the study of all of the following inter-related components of Home Economics and their application to the individual, family and society must be studied as an integral part of the degree course:
 - a. Food Studies (including the integration of theory and practice)
 - b. Textiles, Fashion and Design (including garment construction and craft work)
 - c. Family Resource Management and Consumer Studies (including Home Economics Studies)
 - d. Home Design and Management
 - e. Social Studies.
3. The degree must include course and practical work content.
4. Applicants must also have completed a programme of post-primary initial teacher education (age range 12-18 years) in which the theory, methodology and practice of teaching Home Economics forms the central aspect. This course must be equivalent to a minimum of 120 ECTS credits (or equivalent)^{5,6}

³ which includes pass by compensation

⁴ as approved by the Minister for Education & Skills, and published by the National Council for Curriculum and Assessment (NCCA).

⁵ Applicants who have commenced a programme of initial teacher education prior to 01/09/2014 carrying less than 120 ECTS credits may be exempted from this requirement at the Council's discretion.

⁶ Applicants who have completed a specialist concurrent degree in Home Economics must meet all of the requirements as detailed above. This course should be equivalent to a minimum of 240 ECTS credits.

The following are the criteria required to meet the registration requirements set down in the [Teaching Council \[Registration\] Regulations](#) for:

Gaeilge/Irish

In order to meet the registration requirements set down in the [Teaching Council \[Registration\] Regulations](#) in respect of the curricular subject of Irish, an applicant must meet **all** of the following criteria:

1.
 - a. Applicants must hold a degree-level qualification, with Irish studied up to and including third-year level or higher (or modular equivalent).
 - b. The qualifying degree must be equivalent to at least Level 8 on the National Framework of Qualifications (NFQ) and with a minimum pass⁷ result in all examinations pertinent to the subject of Irish.
 - c. The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Irish comprising at least 60 ECTS credits (or equivalent) and with not less than 10 ECTS credits (or equivalent) studied at third-year level or higher (or modular equivalent).
2. The study of Irish during the degree must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Irish syllabus⁸ to the highest level in post-primary education (see www.curriculumonline.ie). To meet this requirement the degree must include the study of:
 - a. Irish Language Studies
And
 - b. Irish Literature
3. The degree must incorporate the study of Literature through the medium of Irish comprising of at least 20 ECTS credits and should incorporate at least two of the following areas:
 - i. Poetry
 - ii. Prose
 - iii. Media/Film Studies
 - iv. Drama.
4. Applicants must have verifiable residential experience of at least two months in an area designated as a Gaeltacht area.

⁷ which includes pass by compensation.

⁸ as approved by the Minister for Education & Skills, and published by the National Council for Curriculum and Assessment (NCCA).

5. Applicants must provide evidence of linguistic competence in the language. This can be demonstrated by:
 - a. Applicants for whom the language is their mother tongue
Or
 - b. Providing evidence of achieving a minimum level of B2.2 on the Common European Framework of Reference for Languages (or equivalent) from the higher education institution where the qualification was completed. Alternatively applicants can provide certification of successful completion of an independent language competency test.

6. Applicants must also have completed a programme of post-primary initial teacher education (age range 12-18 years) carrying a minimum of 120 ECTS credits (or equivalent)⁹

⁹ Applicants who have commenced a programme of initial teacher education prior to 01/09/2014 carrying less than 120 ECTS credits may be exempted from this requirement at the Council's discretion.